

GREELEYVILLE ELEMENTARY

Post Office Box 128
Greeleyville, SC 29056

GRADES K-6 Elementary School

ENROLLMENT 343 Students

PRINCIPAL Lillian R. Robinson 843-426-2116

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 3 | 9 | 49 | 47 | 3 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

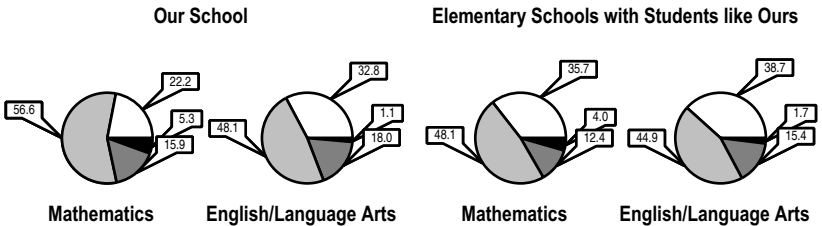
FOR MORE INFORMATION, VISIT WEBSITES AT:




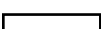
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | Yes |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|-----------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--------------------------------------------------------|-----------------|-----------------|----------------|
| Number of surveys returned | 27 | 38 | 36 |
| Percent satisfied with learning environment | 88.0% | 78.4% | 82.9% |
| Percent satisfied with social and physical environment | 74.1% | 76.3% | 71.4% |
| Percent satisfied with home-school relations | 80.8% | 81.6% | 75.8% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 201 | 100.0 | 32.8 | 48.1 | 18.0 | 1.1 | 19.0 | 17.6 |
| Gender | | | | | | | | |
| Male | 111 | 100.0 | 32.0 | 47.6 | 18.4 | 1.9 | 20.4 | 17.6 |
| Female | 90 | 100.0 | 33.7 | 48.8 | 17.4 | N/A | 17.4 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| African-American | 193 | 100.0 | 33.3 | 47.8 | 17.8 | 1.1 | 18.9 | 17.6 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 160 | 100.0 | 37.0 | 39.6 | 22.1 | 1.3 | 23.4 | 17.6 |
| Disabled | 41 | 100.0 | 14.3 | 85.7 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 201 | 100.0 | 33.0 | 47.9 | 18.1 | 1.1 | 19.1 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 201 | 100.0 | 33.0 | 47.9 | 18.1 | 1.1 | 19.1 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 183 | 100.0 | 34.1 | 49.7 | 15.6 | 0.6 | 16.2 | 17.6 |
| Full-pay meals | 18 | 100.0 | 18.8 | 31.3 | 43.8 | 6.3 | 50.0 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 201 | 100.0 | 22.2 | 56.6 | 15.9 | 5.3 | 21.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 111 | 100.0 | 20.4 | 57.3 | 18.4 | 3.9 | 22.3 | 15.5 |
| Female | 90 | 100.0 | 24.4 | 55.8 | 12.8 | 7.0 | 19.8 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| African-American | 193 | 100.0 | 21.1 | 57.8 | 16.1 | 5.0 | 21.1 | 15.5 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 160 | 100.0 | 24.0 | 50.0 | 19.5 | 6.5 | 26.0 | 15.5 |
| Disabled | 41 | 100.0 | 14.3 | 85.7 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 201 | 100.0 | 22.3 | 56.9 | 15.4 | 5.3 | 20.7 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 201 | 100.0 | 21.8 | 56.9 | 16.0 | 5.3 | 21.3 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 183 | 100.0 | 22.5 | 58.4 | 14.5 | 4.6 | 19.1 | 15.5 |
| Full-pay meals | 18 | 100.0 | 18.8 | 37.5 | 31.3 | 12.5 | 43.8 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 62 | N/A | 30.6 | 45.2 | 24.2 | N/A | 24.2 |
| | Grade 4 | 44 | N/A | 14.0 | 62.8 | 23.3 | N/A | 23.3 |
| | Grade 5 | 44 | N/A | 31.0 | 59.5 | 9.5 | N/A | 9.5 |
| | Grade 6 | 66 | N/A | 31.8 | 40.9 | 25.8 | 1.5 | 27.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 43 | 100.0 | 7.7 | 46.2 | 41.0 | 5.1 | 46.2 |
| | Grade 4 | 66 | 100.0 | 35.5 | 53.2 | 11.3 | N/A | 11.3 |
| | Grade 5 | 49 | 100.0 | 45.8 | 45.8 | 8.3 | N/A | 8.3 |
| | Grade 6 | 43 | 100.0 | 37.5 | 45.0 | 17.5 | N/A | 17.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 62 | N/A | 11.3 | 61.3 | 22.6 | 4.8 | 27.4 |
| | Grade 4 | 44 | N/A | 30.2 | 53.5 | 9.3 | 7.0 | 16.3 |
| | Grade 5 | 44 | N/A | 28.6 | 61.9 | 7.1 | 2.4 | 9.5 |
| | Grade 6 | 66 | N/A | 39.4 | 54.5 | 4.5 | 1.5 | 6.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 43 | 100.0 | 5.1 | 48.7 | 25.6 | 20.5 | 46.2 |
| | Grade 4 | 66 | 100.0 | 21.0 | 61.3 | 16.1 | 1.6 | 17.7 |
| | Grade 5 | 49 | 100.0 | 33.3 | 58.3 | 6.3 | 2.1 | 8.3 |
| | Grade 6 | 43 | 100.0 | 27.5 | 55.0 | 17.5 | N/A | 17.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| Students (n= 343) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 2.5% | Down from 4.7% | 2.6% | 2.4% |
| Attendance rate | 97.5% | No change | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 2.4% | Up from 1.8% | 5.2% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 10.0% | Down from 10.2% | 8.3% | 8.0% |
| Older than usual for grade | 3.5% | Up from 3.3% | 2.8% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|---------------------|-----------|-----------|
| Teachers (n= 22) | | | | |
| Teachers with advanced degrees | 40.9% | Down from 48.0% | 46.9% | 50.0% |
| Continuing contract teachers | 72.7% | Down from 76.0% | 77.8% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 76.4% | Down from 85.1% | 80.0% | 86.2% |
| Teacher attendance rate | 91.7% | Up from 90.3% | 95.1% | 95.3% |
| Average teacher salary | \$37,208 | Down 2.8% | \$38,155 | \$39,909 |
| Prof. development days/teacher | 12.1 days | Down from 12.8 days | 13.0 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio | 19.9 to 1 | Up from 18.6 to 1 | 17.1 to 1 | 18.9 to 1 |
| Prime instructional time | 87.9% | Up from 86.1% | 88.6% | 89.7% |
| Dollars spent per pupil* | \$5,921 | Up 7.1% | \$6,797 | \$5,892 |
| Percent spent on teacher salaries* | 68.9% | Up from 66.0% | 63.8% | 66.6% |
| Opportunities in the arts | Fair | No change | Good | Good |
| Parents attending conferences | 99.4% | Up from 99.0% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---------------------------------------------------|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year has been a unique one for the students and the faculty and staff of Greeleyville Elementary School. Teachers and students continued to work diligently on teaching and learning the South Carolina Curriculum Standards.

Greeleyville Elementary continued its deregulated status with the State Department of Education for the fifth year. We implemented the 21st Century extended day program. Greeleyville Elementary was the recipient of the South Carolina Improvement Grant that helps to improve students' reading and behavior. We are also the recipient of a Georgetown Kraft grant, which helps to purchase materials for Child Development and Kindergarten.

Our students participated in a variety of academic, service, and social activities in the community. A fifth grade student received the Governor's Citizenship Award and another participated in the Regional Spelling Bee. The entire school participated in Relay for Life and the Community Food Drive. The fifth grade students participated in several writing contests.

Our main objective remains to increase students' learning by providing a safe school environment, competent staff, standards-driven curriculum and innovative programs for each child.

We have had excellent staff development opportunities this year for all staff members. Five teachers are enrolled in a graduate degree program, and all of our teacher assistants are enrolled in a program leading toward a bachelor's degree.

We have been very fortunate to have had dedicated and supportive School Improvement Council members, Business Partners, and PTO members who have played a vital role in the education process here at Greeleyville Elementary School.

Lillian R. Robinson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.